



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 11981481  
SAU: MSAD 04  
School: Piscataquis Community Middle

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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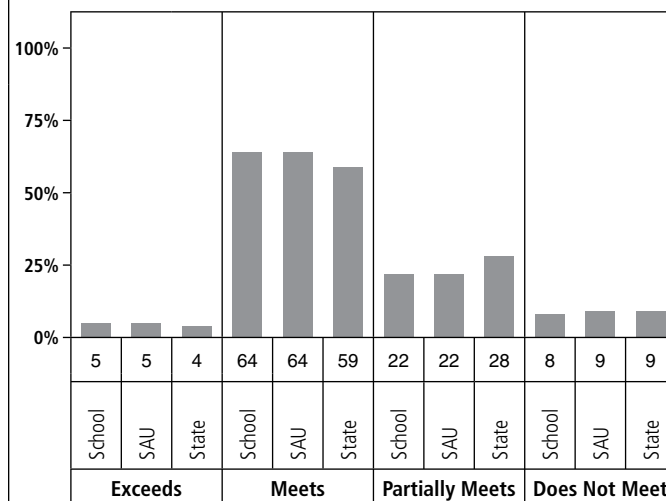
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

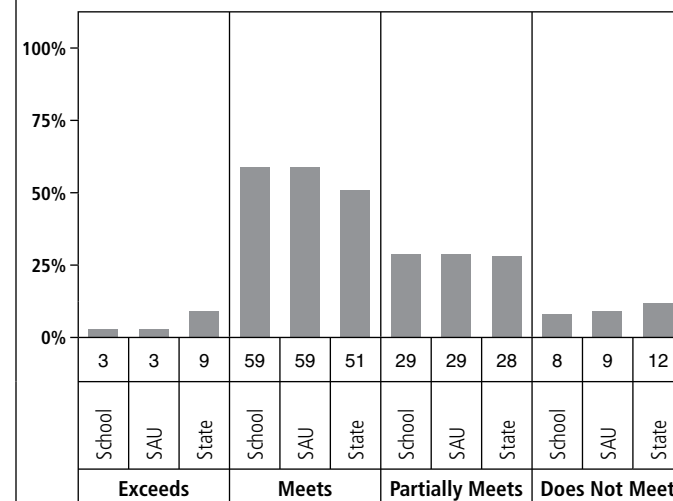
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	447	447	444
2006–2007	446	446	445
<b>2007–2008</b>	<b>446</b>	<b>446</b>	<b>445</b>
Cum. Avg. *	446	446	445
<b>Mathematics</b>			
2005–2006	448	448	444
2006–2007	441	441	445
<b>2007–2008</b>	<b>444</b>	<b>444</b>	<b>445</b>
Cum. Avg. *	444	444	445
<b>Science &amp; Technology</b>			
2005–2006	450	450	444
2006–2007	442	441	444
<b>2007–2008</b>	<b>441</b>	<b>441</b>	<b>444</b>
Cum. Avg. *	444	444	444

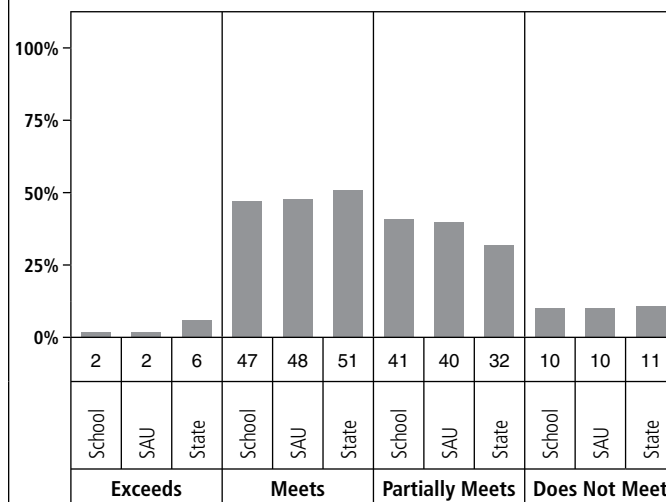
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 04  
 School: Piscataquis Community Middle

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	59	100	58	100	14207	100	59	100	58	100	14181	100	59	100	58	100	14123	100	59	100	58	100	14115	99						
Ethnicity African American/Black	1	2	1	2	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	58	98	57	98	13282	93	58	100	57	100	13264	100	58	100	57	100	13205	100	58	100	57	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	12	20	12	21	2524	18	12	100	12	100	2514	100	12	100	12	100	2498	99	12	100	12	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	37	63	36	62	5587	39	37	100	36	100	5569	100	37	100	36	100	5538	99	37	100	36	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	39	66	38	66	10755	76	39	66	38	66	10730	76	39	66	38	66	10776	76						
Identified disability (PET/IEP)	1	3	1	3	375	3	1	3	1	3	374	3	1	3	1	3	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	20	34	20	34	3298	23	20	34	20	34	3267	23	20	34	20	34	3215	23						
Identified disability (PET/IEP)	11	55	11	55	2013	61	11	55	11	55	1998	61	11	55	11	55	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	1	5	1	5	69	2	1	5	1	5	68	2	1	5	1	5	67	2						
Other	8	40	8	40	1046	32	8	40	8	40	1023	31	8	40	8	40	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



# ELA–READING RESULTS

Test Date:	March 2008
Grade:	4
SAU:	MSAD 04
School:	Piscataquis Community Middle

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	5	8	5	8	601	4
	2006-2007	3	5	3	5	507	4
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>559</b>	<b>4</b>
	Cum. Total*	11	6	11	6	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	37	61	36	61	7910	57
	2006-2007	35	63	34	62	8749	63
	<b>2007-2008</b>	<b>38</b>	<b>64</b>	<b>37</b>	<b>64</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	110	63	107	62	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	14	23	13	22	3970	29
	2006-2007	11	20	11	20	3467	25
	<b>2007-2008</b>	<b>13</b>	<b>22</b>	<b>13</b>	<b>22</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	38	22	37	22	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	8	5	8	1421	10
	2006-2007	7	13	7	13	1165	8
	<b>2007-2008</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>9</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	17	10	17	10	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	30.8	64.2	30.7	64.0	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	15.9	66.3	15.8	65.8	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.9	62.1	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	3	5	38	64	13	22	5	8	446	58	5	64	22	9	446	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	58	3	5	38	66	12	21	5	9	446	57	5	65	21	9	446	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	12	0	0	1	8	6	50	5	42	433	12	0	8	50	42	433	2388	0	29	44	26	437
No	47	3	6	37	79	7	15	0	0	450	46	7	78	15	0	450	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	59	3	5	38	64	13	22	5	8	446	58	5	64	22	9	446	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	37	1	3	21	57	10	27	5	14	443	36	3	56	28	14	443	5502	1	47	37	14	441
No	22	2	9	17	77	3	14	0	0	452	22	9	77	14	0	452	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	59	3	5	38	64	13	22	5	8	446	58	5	64	22	9	446	14048	4	59	28	9	445
<b>Gender</b>																						
Female	32	2	6	23	72	6	19	1	3	450	31	6	71	19	3	450	6959	5	61	26	8	446
Male	27	1	4	15	56	7	26	4	15	442	27	4	56	26	15	442	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	7	54	6	46	0	0	443	12	0	50	50	0	443	1890	0	37	46	17	439
No	46	3	7	31	67	7	15	5	11	447	46	7	67	15	11	447	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	59	3	5	38	64	13	22	5	8	446	58	5	64	22	9	446	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	5	1	42	36	21	440
B. less than one hour	86	3	6	33	65	12	24	3	6	447	86	6	64	24	6	446	74	4	62	27	7	445
C. one to two hours	10	0	0	4	67	1	17	1	17	446	10	0	67	17	17	446	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	0	0	1	100	430	2	0	0	0	100	430	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	19	1	9	4	36	5	45	1	9	445	19	9	36	45	9	445	30	6	63	24	7	446
B. They match some of what I have learned.	61	2	6	30	83	3	8	1	3	450	60	6	83	9	3	450	52	4	63	27	6	446
C. They match just a little of what I have learned.	17	0	0	4	40	5	50	1	10	441	17	0	40	50	10	441	12	2	46	37	15	441
D. There is no match.	3	0	0	0	0	0	0	2	100	415	3	0	0	0	100	415	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	22	1	8	9	69	3	23	0	0	451	22	8	69	23	0	451	35	7	66	20	6	448
B. good	56	2	6	22	67	6	18	3	9	446	55	6	66	19	9	446	51	3	60	29	7	445
C. fair	20	0	0	7	58	3	25	2	17	443	21	0	58	25	17	443	12	1	44	40	16	440
D. poor	2	0	0	0	0	1	100	0	0	432	2	0	0	100	0	432	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	45	0	0	15	58	7	27	4	15	443	46	0	58	27	15	443	19	2	46	34	17	442
B. about the same as my regular schoolwork	47	3	11	18	67	5	19	1	4	448	46	12	65	19	4	448	62	5	64	26	5	446
C. easier than my regular schoolwork	9	0	0	4	80	1	20	0	0	449	9	0	80	20	0	449	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	15	0	0	3	33	3	33	3	33	440	16	0	33	33	33	440	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	69	2	5	30	73	7	17	2	5	447	69	5	73	18	5	447	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	15	1	11	5	56	3	33	0	0	447	16	11	56	33	0	447	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	20	2	17	6	50	3	25	1	8	449	21	17	50	25	8	449	18	7	64	22	7	447
B. 20 minutes to an hour	34	1	5	15	75	4	20	0	0	450	34	5	75	20	0	450	55	4	64	26	6	446
C. less than 20 minutes	27	0	0	8	50	5	31	3	19	440	28	0	50	31	19	440	14	2	53	33	12	443
D. I rarely read at home.	19	0	0	9	82	1	9	1	9	445	17	0	80	10	10	445	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	19	0	0	7	64	2	18	2	18	442	19	0	64	18	18	442	23	3	50	34	13	442
B. six to ten pages	40	2	9	15	65	5	22	1	4	447	39	9	64	23	5	447	25	3	60	29	8	444
C. eleven or more pages	41	1	4	15	63	6	25	2	8	447	42	4	63	25	8	447	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	2	67	1	33	434	100	0	0	67	33	434						
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	11	18	11	19	1294	9
	2006-2007	1	2	1	2	1054	8
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	14	8	14	8	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	28	46	27	46	7000	50
	2006-2007	32	58	31	57	7394	53
	<b>2007-2008</b>	<b>35</b>	<b>59</b>	<b>34</b>	<b>59</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	95	54	92	54	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	17	28	16	27	3784	27
	2006-2007	8	15	8	15	3729	27
	<b>2007-2008</b>	<b>17</b>	<b>29</b>	<b>17</b>	<b>29</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	42	24	41	24	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	5	8	5	8	1894	14
	2006-2007	14	25	14	26	1735	12
	<b>2007-2008</b>	<b>5</b>	<b>8</b>	<b>5</b>	<b>9</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	24	14	24	14	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.7	64.7	9.8	65.3	9.5	63.3
Cluster 2: Shape and Size	14	29	8.8	62.9	8.8	62.9	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.4	68.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	9.3	66.4	9.3	66.4	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	2	3	35	59	17	29	5	8	444	58	3	59	29	9	444	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	58	2	3	34	59	17	29	5	9	444	57	4	58	30	9	444	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	12	0	0	3	25	4	33	5	42	429	12	0	25	33	42	429	2372	3	31	36	30	436
No	47	2	4	32	68	13	28	0	0	448	46	4	67	28	0	448	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	59	2	3	35	59	17	29	5	8	444	58	3	59	29	9	444	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	37	2	5	17	46	13	35	5	14	441	36	6	44	36	14	441	5472	5	41	35	19	440
No	22	0	0	18	82	4	18	0	0	449	22	0	82	18	0	449	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	59	2	3	35	59	17	29	5	8	444	58	3	59	29	9	444	13992	9	51	28	12	445
<b>Gender</b>																						
Female	32	2	6	20	63	9	28	1	3	447	31	6	61	29	3	447	6933	9	50	29	12	445
Male	27	0	0	15	56	8	30	4	15	440	27	0	56	30	15	440	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	10	77	2	15	1	8	444	12	0	75	17	8	444	1890	2	34	41	23	438
No	46	2	4	25	54	15	33	4	9	444	46	4	54	33	9	444	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	59	2	3	35	59	17	29	5	8	444	58	3	59	29	9	444	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	5	6	34	33	27	438
B. less than one hour	86	2	4	30	59	17	33	2	4	445	86	4	58	34	4	445	74	10	52	28	10	446
C. one to two hours	10	0	0	4	67	0	0	2	33	442	10	0	67	0	33	442	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	0	0	1	100	400	2	0	0	0	100	400	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	22	1	8	8	62	3	23	1	8	446	21	8	58	25	8	447	38	13	56	23	8	448
B. They match some of what I have learned.	61	1	3	25	69	10	28	0	0	447	62	3	69	28	0	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	14	0	0	2	25	4	50	2	25	435	14	0	25	50	25	435	10	4	35	39	22	439
D. There is no match.	3	0	0	0	0	0	0	2	100	415	3	0	0	0	100	415	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	17	1	10	6	60	2	20	1	10	449	17	10	60	20	10	449	35	16	55	20	8	449
B. good	53	1	3	19	61	10	32	1	3	444	52	3	60	33	3	444	48	7	52	31	11	445
C. fair	24	0	0	8	57	4	29	2	14	442	24	0	57	29	14	442	14	3	41	38	18	440
D. poor	7	0	0	2	50	1	25	1	25	436	7	0	50	25	25	436	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	39	0	0	14	61	6	26	3	13	441	40	0	61	26	13	441	15	4	38	33	25	439
B. about the same as my regular schoolwork	49	1	3	19	66	8	28	1	3	446	48	4	64	29	4	447	64	10	54	28	9	446
C. easier than my regular schoolwork	12	1	14	2	29	3	43	1	14	443	12	14	29	43	14	443	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	47	2	7	19	68	5	18	2	7	447	48	7	68	18	7	447	23	8	47	29	16	443
B. two or three days a week	42	0	0	15	60	9	36	1	4	443	41	0	58	38	4	443	36	11	54	27	9	447
C. two or three times each month	7	0	0	1	25	2	50	1	25	436	7	0	25	50	25	436	25	10	53	27	10	446
D. never or almost never	3	0	0	0	0	1	50	1	50	428	3	0	0	50	50	428	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	0	0	1	100	412	2	0	0	0	100	412	5	3	30	33	33	436
B. two or three days a week	12	1	14	5	71	1	14	0	0	449	10	17	67	17	0	450	19	8	50	30	12	445
C. two or three times each month	54	1	3	25	78	6	19	0	0	449	55	3	78	19	0	449	38	11	55	26	8	447
D. never or almost never	32	0	0	5	26	10	53	4	21	436	33	0	26	53	21	436	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	8	0	0	2	40	1	20	2	40	430	9	0	40	20	40	430	8	3	33	38	25	438
B. 30–45 minutes	66	1	3	25	64	11	28	2	5	445	66	3	63	29	5	445	27	6	48	33	13	443
C. 45–60 minutes	24	1	7	8	57	4	29	1	7	446	24	7	57	29	7	446	38	11	54	26	9	447
D. more than 60 minutes	2	0	0	0	0	1	100	0	0	434	2	0	0	100	0	434	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	33	1	33	1	33	429	100	0	33	33	33	429						
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	9	15	9	15	751	5
	2006-2007	4	7	4	7	963	7
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>882</b>	<b>6</b>
	Cum. Total*	14	8	14	8	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	37	61	35	59	7251	52
	2006-2007	26	47	25	46	6824	49
	<b>2007-2008</b>	<b>28</b>	<b>47</b>	<b>28</b>	<b>48</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	91	52	88	51	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	12	20	12	20	4514	32
	2006-2007	12	22	12	22	4382	32
	<b>2007-2008</b>	<b>24</b>	<b>41</b>	<b>23</b>	<b>40</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	48	27	47	27	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	3	5	3	5	1458	10
	2006-2007	13	24	13	24	1735	12
	<b>2007-2008</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	22	13	22	13	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.9	65.8	7.9	65.8	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.7	55.8	6.7	55.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.3	52.5	6.3	52.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.7	64.2	7.7	64.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 04  
 School: Piscataquis Community Middle

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	59	1	2	28	47	24	41	6	10	441	58	2	48	40	10	441	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	58	1	2	28	48	23	40	6	10	441	57	2	49	39	11	441	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	12	0	0	2	17	7	58	3	25	434	12	0	17	58	25	434	2370	2	32	41	25	437
No	47	1	2	26	55	17	36	3	6	443	46	2	57	35	7	443	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	59	1	2	28	47	24	41	6	10	441	58	2	48	40	10	441	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	37	0	0	14	38	17	46	6	16	439	36	0	39	44	17	439	5470	3	41	39	18	440
No	22	1	5	14	64	7	32	0	0	445	22	5	64	32	0	445	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	59	1	2	28	47	24	41	6	10	441	58	2	48	40	10	441	13986	6	51	32	11	444
<b>Gender</b>																						
Female	32	1	3	16	50	11	34	4	13	442	31	3	52	32	13	442	6929	6	49	33	12	443
Male	27	0	0	12	44	13	48	2	7	441	27	0	44	48	7	441	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	5	38	6	46	2	15	439	12	0	42	42	17	439	1888	1	32	44	23	437
No	46	1	2	23	50	18	39	4	9	442	46	2	50	39	9	442	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	59	1	2	28	47	24	41	6	10	441	58	2	48	40	10	441	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 04  
School: Piscataquis Community Middle

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	438	2	0	0	100	0	438	5	4	37	36	22	439
B. less than one hour	86	1	2	24	47	20	39	6	12	441	86	2	48	38	12	441	74	6	53	31	10	444
C. one to two hours	10	0	0	4	67	2	33	0	0	445	10	0	67	33	0	445	18	7	52	32	8	445
D. more than two hours	2	0	0	0	0	1	100	0	0	430	2	0	0	100	0	430	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	19	0	0	4	36	6	55	1	9	437	19	0	36	55	9	437	24	9	53	28	10	446
B. They match some of what I have learned.	68	1	3	21	53	14	35	4	10	443	67	3	54	33	10	443	49	6	54	31	9	445
C. They match just a little of what I have learned.	12	0	0	3	43	3	43	1	14	439	12	0	43	43	14	439	21	4	47	36	13	442
D. There is no match.	2	0	0	0	0	1	100	0	0	436	2	0	0	100	0	436	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	12	0	0	3	43	3	43	1	14	437	12	0	43	43	14	437	25	9	53	27	10	446
B. good	61	1	3	19	53	13	36	3	8	443	60	3	54	34	9	443	54	6	55	30	9	445
C. fair	25	0	0	5	33	8	53	2	13	438	26	0	33	53	13	438	19	3	43	40	15	441
D. poor	2	0	0	1	100	0	0	0	0	442	2	0	100	0	0	442	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	39	0	0	11	48	10	43	2	9	441	40	0	48	43	9	441	22	5	45	35	15	442
B. about the same as my regular schoolwork	51	1	3	14	47	12	40	3	10	441	52	3	47	40	10	441	62	7	53	31	9	445
C. easier than my regular schoolwork	10	0	0	3	50	2	33	1	17	440	9	0	60	20	20	440	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	93	1	2	25	45	23	42	6	11	441	93	2	46	41	11	441	24	7	48	33	12	444
B. a few times a week	5	0	0	2	67	1	33	0	0	445	5	0	67	33	0	445	53	7	54	31	9	445
C. once a week	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	9	6	46	33	15	442
D. a few times a month	0										0						14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	47	0	0	15	54	11	39	2	7	443	47	0	56	37	7	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	17	0	0	2	20	5	50	3	30	433	17	0	20	50	30	433	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	27	1	6	8	50	6	38	1	6	442	28	6	50	38	6	442	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	8	0	0	3	60	2	40	0	0	441	9	0	60	40	0	441	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	3	100	0	0	434	100	0	0	100	0	434						
B.	0										0											
C.	0										0											
D.	0										0											